

School Activities



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School Activities

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As the Editor Sees It



Congratulations to the New Jersey Association of High School Councils for its very successful promotion of "Student Council Week," as described by Clifford Roltsch in this issue. We are very sure that this project provided excellent publicity which brought increased support and dignity through a better understanding of council ideals, organization, activities, and problems. Other state associations could well imitate this profitable project.

Transportation of students has had a beneficial influence on activities because it helped to emphasize the need of an activities period during the regular school day, so that all students could participate. In schools where no such period is included, and activities must be scheduled before and after school and at noon, the program suffers.

We know an elderly principal who is dearly beloved by his community largely because he always "cooperates so completely" with his students. An examination of his "cooperating" shows it to be "doing for," and that his students lose. He plans social events down to the last detail, rewrites much of the school newspaper staff's material, organizes and handles all assemblies, maintains the bulletin board, directs corridor traffic, inspects student lockers, and in other ways robs his students of many fine educational opportunities. Of course, too, his general administrative matters receive far too little of his attention. Educationally, his popularity cannot be justified.

Last spring Ach Junior High School, Cincinnati, planned a fall week-end workshop in which pupils, teachers, and others might participate in discussions of "student problems." A "student problem" was defined as one which is legal, traditional and customary, of local significance, financeable, and interesting and important enough to justify work on it. Additional details were arranged a week before school opened last fall. Judging by results, this workshop was immensely valuable. Easy to see why!

Most school courses on safety education are very general, so far as types of accidents and related activities are concerned; few of them make any very definite local application. Naturally, a careful survey of local accidents represents a first step in such application. Making an "Accident Survey" is a justifiable project for the student council.

The recent splash of published confessions by convicted basketball bribe-takers shows five different kinds of confessors: (1) Cry Baby—"Everyone else did it, and had been doing it for several years, so why pick on me?" "Why blame me when the university was making far bigger money out of basketball than I was; why shouldn't I get my share?"; (2) Juvenile—"I did not then appreciate that it was wrong," "Someone should have warned me."; (3) Alibi—"I needed money to continue my education," "Shaving points is not as bad as throwing games;" (4) Hero—"Because of my mistake young boys will better understand the dangers and stay away from gamblers;" and (5) Sucker—"I was just plain dumb," "I have no alibi, I was a sucker."

Obviously, not only were these cheaters (as well as those who have not been convicted) dishonest—note that it required arrests to bring out the sordid story, but all were downright stupid. Too bad that the dishonesty and stupidity of a few besmirched a fine game and the thousands of honest and intelligent players and coaches associated with it. Too bad it smeared colleges and universities in general.

Nevertheless, as we have stated before, the basic culprits were the college and university heads who promoted over-emphasis or allowed it, who prostituted in order to win alumni support. Certainly these heads had a responsibility for the ethical standards of alumni as well as for their coaches and athletes.

Increasingly, schools are replacing the usual athletic and other individual letters with a single school letter which is awarded for creditable participation in several types of activities. A sensible trend!

On November 14 Ye Ed spoke at the annual Convention of the New Jersey Association of High School Councils and there learned about something new, a "Student Council Week,"—another FIRST for this Association. Naturally, he asked the President to describe for SCHOOL ACTIVITIES readers just how the Week was originated and promoted, and to evaluate its effects. Here is his response. (Incidentally, this Convention, attended by some 1600 students and 200 teachers, was EXCELLENT—in CAPITAL LETTERS.)

New Jersey's Student Council Week

WE PROMOTED the idea of a "Student Council Week" because the officers, Executive Committee, and Executive Secretary, Mrs. Freda W. Marden, as well as local sponsors whose counsel we sought, were heartily in favor of it.

It was their belief that such a Week would surely be as logical as any of the other many Weeks promoted by educational and commercial agencies and organizations. They felt that it would (1) give intriguing statewide publicity to the council idea, and (2) help local councils to promote a week of vigorous programs and activities.

The following are some of the letters which

CLIFFORD ROLTSCH
President N. J. A. H. S. C.
Bogota, New Jersey

passed between the President of the Association and Governor Alfred R. Driscoll.

July 25, 1952

The Honorable Alfred E. Driscoll
Executive Office
Trenton, New Jersey

Sir:

The New Jersey Association of High School Councils is interested in furthering the development of leadership and responsibility among the youth of New Jersey. This is done by an organization of student councils throughout the state.

Each November a statewide convention of all member councils is held. In the past few years it has been held at Rutgers University with about 1600 students attending. These meetings have been very successful and have done much to further the aims of the association.

This year the need for a larger and more widespread program was felt. Plans include a "Student Council Week" to publicize student councils and their work. We of the organization would like state recognition of this project. Such a proclamation by the government of the state would add prestige to student councils throughout the state. It would also acquaint many with the importance of student councils; how they serve the school and community; and most of all, how they train the leaders of tomorrow.

In 1927 the youth of New Jersey met and laid the groundwork for the first state student council in the country. In 1952 we would consider it a privilege to be the first to have a state recognized Student Council Week.

The week of November 9 was selected since the state convention will be held Friday, November 14.

We hope that you will consider our request and continue to make New Jersey a leader in student government.

Yours very truly,

Clifford Roltsch
President, N.J.A.H.S.C.

TODAY with Tomorrow's LEADERS

STATE - WIDE

Student Council

WEEK

Nov. 9-14

By Proclamation Of Governor Driscoll

Observe In Your School

ATTEND THE

STATE CONVENTION AT RUTGERS

Printed in TRENTON, N. J., Jersey City, N. J.

State of New Jersey—Office of the Governor
Alfred E. Driscoll—Governor

July 30, 1952

Dear Mr. Roltsch:

I enjoyed reading your letter of July 25th.

I will be very glad to issue a statement supporting Student Council Week. If I am correct in my recollection, I was once upon a time a member of a high school council. It seems like a long time ago now.

In any event, our high school councils afford our students an opportunity to develop leadership and to assume important responsibilities. I am all for the program.

The great need of our time is citizens who are responsible, as well as responsive to the needs of our time.

With kindest personal regards, I am

Sincerely,
Alfred E. Driscoll
Governor

September 22, 1952

The Honorable Alfred E. Driscoll
Executive Office
Trenton, New Jersey

Sir:

In regard to the New Jersey Association of High School Councils' communication of July 25, 1952, concerning a proposed proclamation by the government of a "State Student Council Week," we are interested to know what type of endorsement or proclamation will be given.

We have begun to plan for the week and have started to publicize it. There are to be newspaper and magazine articles, and television and radio coverage to draw the attention of the public to the important work student councils are doing to further the interest in government.

We would be very pleased if you would permit us to use your reply for publicity purposes.

We sincerely thank you for your interest and await your reply for further details on the endorsement by the government.

Yours very truly,
Clifford Roltsch
President, N.J.A.H.S.C.

In reply to this letter Governor Driscoll sent the following Proclamation.

STATEMENT

At a time when the entire Nation is searching its conscience for the key to a more productive participation in political activities by all our

citizens, it is especially fitting to recognize the important work student councils are doing to further good government. Government, politics, and statecraft are like life itself—They are what we make them. The citizens of our State and Nation have it in their power to achieve the kind of government they want. To do so they must establish two principles: first, that an active interest in public affairs is essential for everyone in every walk of life; and second, that the best people go into politics as one of the highest callings in the service of our fellow men.

There is no better place for the citizens of tomorrow to learn the arts of successful service to the public than in their own organizations for self-government. These experiences teach that there are at least two sides to every public question and that majority rule itself must respect the rights and views of any minority. They develop an interest in group action, in the art of persuasion and in the importance of character and leadership. As Lord Bryce, one of the keenest English observers of our way of government, once said: "The practice of local self-government is the best school of democracy and the best guarantee of its success."

As the Governor of this State, I am very happy to join with the New Jersey Association of High School Councils in its sponsorship of the week of November 9th as STATE STUDENT COUNCIL WEEK. I urge all students, parents, and teachers to give appropriate recognition and support to the student councils in all our schools.

Alfred E. Driscoll
Governor

October 16, 1952

The Honorable Alfred E. Driscoll
Executive Office
Trenton, New Jersey

Sir:

We sincerely thank you for your statement concerning Student Council Week and deeply appreciate your interest. With prominent people such as yourself taking an active interest in this movement of public enlightenment of youth's activities in government, we feel sure that New Jersey will continue to be a leader in student council work.

We would be both pleased and honored to have you attend the annual state conference on November 14th. General sessions will be held in the gymnasium of

Rutgers University from 10:00 to 11:30
a.m. and from 3:30 to 4:00 p.m.

Yours very truly,
Clifford Roltsch
President, N.J.A.H.S.C.

Extensive publicity was given to this Proclamation through newspaper and radio services, local programs and announcements, and appropriate letters and posters which were sent to all schools.

We were thrilled by the immediate approving response throughout the state. Hearty sanction came not only from educators, but also from men and women in many other fields, and from newspaper editors. Too, we received complimentary inquiries from student council officers and sponsors of other states.

The results? Although we have always provided suitable publicity for our Conference and its program—and always received cordial cooperation from the newspapers, we are certain that this promotion centered much more attention than usual on it.

More important, we are equally certain that through their programs, projects, and activities (we sent appropriate suggestions to all schools) local councils profitably capitalized on this opportunity. The reports and reactions at the Conference (which ended the Week) provided ample proof of this.

Naturally, we are very happy about our "Student Council Week," and are most appreciative of Governor Driscoll's wholehearted support which made it possible.

Slides and tape recording can make a unique and valuable record of school activities for publications and orientation purposes.

A Different Type of Record

A SERIES OF PICTURES can make an excellent record of almost any kind of school activity. But when that series is converted into 2" x 2" slides and combined with a special sound track, the record becomes more complete and much more interesting.

Something slightly different in the way of a record of the freshman class activities was tried last year at Central (High School in Evansville, Indiana). The final result was so well received

RAY H. BILLINGSLEY
Central High School
Evansville, Indiana

that plans have been made to continue the project through the senior year of this Class of '55.

One phase of the freshman orientation program at Central is a series of assemblies designed to help the students become better acquainted with their school. These assemblies are held throughout the year on the days when upperclass students are attending club meetings. Among other things, the assemblies last year included skits and demonstrations by different departments of the school; a session with the varsity cheer leaders; the motion picture *STAY IN SCHOOL*, through the courtesy of the local naval recruiting office; explanations of the clubs for which students are eligible as sophomores; an instrumental and vocal music program; and perhaps the most interesting of all—a freshman talent show.

A tape recording was made of each of the thirteen half-hour assembly programs, and at the end of each, pictures were taken of the individuals and groups that had participated. To

Our Cover

The upper picture shows the students of the Spanish Club of Central High School, Evansville, Illinois, as they are presenting a Spanish skit. The setting and costumes are quite apropos for the occasion. Photography plays a leading role in the activities of this school. See article on this page of this issue.

The lower picture was taken at a Halloween party which was attended by over eight hundred students from the Ottawa and Lawrence, Kansas, Secondary Schools. It was really a "Varsity" following a football game between the two schools. A floor show was in progress at the time the picture was taken. See article on page 206 of this issue.

ward the end of the second semester the four and one-half hours of tape programs of the first nine assemblies were edited down to twenty-two minutes. Many of the tapes had to be played back numerous times before it could be decided just which sentence or sentences of a speech, or which parts of various musical numbers, were the most appropriate to keep.

Other activities of interest in the freshman class included the election of class officers and student council senators, the part the freshman home rooms played in the football kickoff parade, the freshman football and basketball teams, students who had won recognition for outstanding scholarship during their first semester, those whose pictures had appeared in the local newspapers, and the class picnic.

Whenever possible, pictures were taken of these activities, also. Prints 8" x 10" were made of all of the pictures. These were copied with a 35 mm. camera, converted into black and white positives, and mounted in 2" x 2" cardboard mounts for projection.

A script was written to fit the pictures and the edited tape recordings. The narrator's part in the script was to tie together the different assembly programs, and also to explain the pictures of the various other class activities. Care had to be taken that the narrator's introductory comments, plus what the speaker actually said, did not consume more than thirty seconds. That seems to be about as long as a still picture of one person can be projected on a screen without losing its effectiveness.

The final result was a series of 114 slides and a 30-minute tape recording that included 32 speaking voices, plus the contributions of the 13 students who had appeared on the talent program. The slide sequence was synchronized with the tape so that, as a person's picture was flashed onto the screen, parts of what he had said or done were heard.

Pictorial records of one kind or another are kept by most schools. Many are now making permanent recordings of musical numbers, plays, speeches, and other types of school activities. Until you have a combination of both picture and sound, however, you can hardly consider your record complete. And slides with an accompanying sound track have one decided advantage over the sound motion picture—the expense involved.

Original plans at Central were to convert the pictures into a filmstrip, but for this first part 2" x 2" slides proved much more practical. Very appropriate color slides were used at different places, something obviously impossible with a black and white filmstrip. Another advantage is the flexibility of the slides. The "record" was made so that just those parts pertaining to the orientation program could be used separately for showing to eighth graders or to freshmen during their first week in high school.

The freshman class at Central totaled about 550 students. Although this "record" was done on a class basis, there is no reason why such an undertaking couldn't be on a school-wide basis in any size school.

Several distinct values were realized through the development of the project:

1. It is an excellent record of class activities. Even though this is being done for just the Class of '55 at Central, it can easily be a better-than-average record of the activities of the entire school over a four-year period, and a record of school talent over a longer period. Any single class in a four-year high school will be in school at the same time as six other classes—the three that precede and the three that follow. Into assemblies designed especially for a single class can be brought the outstanding talent—vocal, instrumental, thespian, and academic—of the other six classes.

2. It has turned out to be an excellent record of what is considered to be a good orientation assembly program for freshmen.

3. It has helped develop class unity. By getting many students to work on such a project and by including pictures and recordings of as many class members as possible, a greater amount of class interest was developed.

3. It was an excellent opportunity for the sponsor to learn to know the class members early in their high school career.

Sending a copy of the school newspaper, in which his presence, talk, or interview is reflected, to a visitor represents a form of courtesy—which apparently many school newspaper staffs do not have.

"A quitter never wins and a winner never quits" is a proverb that is quite apropos to the success and accomplishment of the debater.

Ten Commandments for the High School Debater

THE CONTEST DEBATER is a specialist. The kind of speaking which in many instances wins the approval of the expert judges, would not win popular acclaim of the average audience. The contest debater is a competitor. He is competing in a very special type of academic sport where skills in logical thinking, clear forceful oral expression, rhetorical treatment of ideas, and even personal conduct are matched against opponents of similar age and academic preparation.

This young forensic competitor plays his game within the confined limitations of a given controversial topic, a set time limit for speaking, and certain formalities of the occasion. He is part of a team and therefore, he must play a double role; that of an individualist and cooperative member of a team. And all the while, he plays the game without the cheers and applause of the students and townsfolk which can mean so much to his colleagues in the athletic games. Yet, in spite of all these restrictions and somewhat artificial barriers, the contest debater is richly rewarded for his efforts both now and in later life. This battle of wits may be as exciting and thrilling for the debater as any big game or track meet for the athlete. The debater's rewards in later life are immeasurably rich and gratifying; for the debater has learned to think without confusion, to test facts, to evaluate logical processes, and to communicate effectively with his fellows. He has been trained for leadership in public life. In fact, the records already indicate that he is 20 times more likely to be in "who's who" than the boy who letters in football.

I know of no simple ten easy lessons for the debater. Contest debating is an immensely complex process. I will endeavor, however, to lay out what I believe to be ten of the most important guide posts for successful debating. These you may call the "Ten Commandments for the High School Debater."

(1) *Know Your Subject.* "Knowledge is power," particularly for the debater. You must

E. C. BUEHLER
Department of Speech
University of Kansas
Lawrence, Kansas

know your subject to understand it. The well informed debater is cloaked with the mantle of authority. When he speaks, he gives the impression that he knows what he is talking about. Only when you know the question, can you sift the kernel from the chaff. The informed debater can always be more specific, more definite, and more factual than he who is poorly informed. He is hard to trap. He can always come up with an answer that makes sense.

(2) *Be An Issue Thinker.* Every debate centers around one or two key issues. Keep your mind's eye on the vital issues. The trial lawyer will focus on one pivotal point. He knows there is one key piece of evidence or argument upon which the case will turn. He will cut through all trivial matters to protect what he believes to be the important point. In like manner, the debater should discover what are the vital and crucial points, and direct the course of the debate upon them.

(3) *Organize the Arguments Strategically and Efficiently.* Plan and set up your arguments so the judge can get a clear mental picture of the basic contentions. The organization may be the essence of strength. The organization should serve as an operational base. It is a place from which to strike in many directions, yet it is a base to which you may safely retreat, if necessary.

(4) *Use the Objective Attitude.* Treat your arguments as impersonally as a scientist treats his test tube. Truth is too precious a commodity to subject it to emotions and personal whims. Shun words which are highly charged with emotion as the devil shuns holy water. Debate is no place for sarcasm, irony, or any kind of personal attacks. Always attack your opponents' arguments—not the opponents. If

you focus your attack upon personalities, the listener will lose sight of the issues. Stick with the subject matter lest the listener gets the impression the debate is a big fuss, subject to quibblings and personal quarreling.

(5) *Don't Be Afraid of Clash.* Conflict is the essence of debate. Did you ever watch a prize fight where the fighters never landed a solid blow for fear the other fellow would land a counter blow? You can never land a knock-out punch without risking strong arguments which are brought out in the open.

Debaters who build their cases with the view of avoiding a clash usually succeed in not debating at all. The whole concept of debate is based upon give and take. Here, the skills of debating come into play. Quick thinking with effective come-back arguments are the earmarks of good debating. It is not a sign of weakness to set up an argument which your opponents will attack. It is a sign of weakness *not* to do so. The advantage lies with him who can come back and convincingly re-establish a point that was attacked by the opposition. A point set up again after once knocked down by the opponent seems to take on double strength in the mind of the judge. After it has been re-established, it appears to be invulnerable.

(6) *Make the Arguments Speak Louder than You.* Make your evidence, facts, and reasons do your work for you. These are your best weapons. Always keep the substance of your speech in front of you. This does not mean that you should not speak with every fiber of your being. Speak with much personal enthusiasm and act as though you really care, but do not impose yourself upon your opponents or your judge. Rather impose your *arguments* upon your adversary and your critical evaluator.

(7) *Be a Good Packer.* Your time is short and your subject is big. Since your time is rigidly rationed, you must give out argumentative substance in vitamin capsules. A lawyer may have hours or even days to plead his case before a judge or jury; but you have only ten minutes. Your task, therefore, is to pack your arguments carefully through well-chosen words and selected materials to fit a certain fixed period of time. This process requires a lot of reading, thinking, writing, speaking, and painstaking analysis. The distilled product requires much patience and effort. Remember the man who

apologized for writing a long letter because he didn't have time to write a short one.

(8) *Follow the Ball.* Keep your eye upon the main arguments as they are developed and emphasized during the course of the debate. Adjust yourself to the turn of events on the platform. Debate should never be a cut-and-dried affair in which speakers give their preconceived arguments in a formal, set, manner, as prescribed beforehand, regardless of what the opponents do or say. One should say of every debate, "It was in a fluid state from the beginning to the end."

(9) *Don't Be A Quitter.* "A quitter never wins and a winner never quits" is a most fitting proverb for the debater. Never should the debater say "now it is all finished and ready to seal up for the remainder of the season." His work is never completely finished. It should always be in a state of flux. The debate season should be one of sustained growth and many alterations, from the first squad meeting to the farewell banquet.

Nor should a debater ever quit because he has lost debates. Often the most valuable and lasting experiences come from the debates that are lost, rather than from the ones that are won. One of the best college debaters I have ever had was a young college girl who failed to make the main squad after trying out for three consecutive years. After failing as a freshman, sophomore, and junior, she finally made good in her senior year. She was better than good. She was superior. She was not a quitter.

(10) *Always Be a Good Sport.* Score your greatest triumph by being a gentleman, both during the contest and after the decision is rendered. Be courteous to your opponents while they are speaking. Never permit your words or the tone of your voice to reflect personal belligerence. Be a good listener without sneering or snickering at what the opposition may say or do. Nor should you act jubilant when your opponents seem confused or when they reveal certain errors or weaknesses. Be fair in your use of evidence and respect the warnings of your timekeeper. When waiting for the judge's verdict, remember Kipling's challenge in his poem "If": "Can you win or lose and treat these two Impostors just the same?" A win may be but a temporary shallow victory while a loss may bring a great personal triumph which may be of value for the remainder of your life.

Basketball, when kept in proper balance and control, is a vital force to our educational program — it is preparation for living.

What Is Right With Basketball?

PSYCHOLOGISTS who keep exploring the depths of human nature have given us the explanation that we are all controlled by certain drives or wishes in whatever we do or want to do. Although these "scientists of the mind" may differ as to the number of such drives we possess, they are practically agreed that among these are the drives for recognition, response, and new experience, which are especially strong in the teen age.

What boy or girl does not want to be admired or seek a higher position among his associates? What teen ager does not want the response of love and approval? What young person does not crave adventure or exciting and new experience? These are the satisfactions our high school boys and girls want and should have. These satisfactions will be sought whether through unworthy or wholesome activities.

Basketball is a wholesome means to a desirable satisfaction of these cravings. From the standpoint of giving youths a wholesome avenue through which to win the satisfactions which by nature they must have basketball is almost ideal. It is not the seeking of these satisfactions that is wrong but the manner in which they may at any moment be sought. The boy who has to drive a hot-rod at a reckless or high rate of speed to gain excitement from living and recognition which he craves certainly has not been properly challenged. Because it is controlled by school people of high ideals who seek through guidance to develop character and personality, basketball serves both participant and spectator in a superb manner.

Rule changes in the past fifteen or twenty years have made the game of basketball more exciting. In our modern times, with so many allurements for youth, we need something quite captivating as a unifying interest through which both recognition and response can be satisfied. Basketball can accomplish this better than any other school activity. Dramatics is good but you cannot produce a new play every week and we need to feed and satisfy these desires frequently or youth will find avenues in unwholesome directions. Student spectators share in the

CHESTER C. DIETERT
Principal, DeMotte High School
DeMotte, Indiana

values indicated for participants. They and their schools receive recognition for successes of their teams and for excellence and cooperation in cheering at games. After all, youth *must* make some noise. They *must* be heard. Here is their excellent opportunity through cooperative effort to unify the school. It is thrilling to behold! It is the exuberance of youth bubbling over! And why shouldn't it be expressed? Imagine what would happen if we tried to *suppress* exuberance. If school meant only the perusal of academic subjects, who would feel like getting up and shouting for History, English, or Mathematics?

Without basketball wouldn't school be rather drab? But, you say, we should have intramural rather than interschool basketball. Has it been realized that it is interschool basketball that has given impetus to intramural basketball? We did not hear much about intramural basketball in high schools until it was offered as an alternative to interschool contests which were already well organized. Indeed, intramural contests should not be an alternative but a supplement to interschool contests. Other activities in school cannot hold a candle to basketball in providing exciting entertainment that can captivate the minds of students and steer them in worthy directions. Proper guidance, of course, is necessary, as in every activity to guard against the easy tendency to overemphasis.

In many small communities the weekly basketball game is about the only organized entertainment available even for adults. This entertainment value cannot easily be overestimated. Adults, especially young adults, crave the same satisfactions as do teen agers. They, too, want variety in experience, excitement, response, and recognition. Often adults get these satisfactions through the activities of their children. It is a *must* for them too. It aids them also in their task of proper guidance of their children. A lot of times the only effort a small community makes to give its children an all-compelling reason to

stay off the streets is the Friday night basketball game provided by the high school.

Basketball in many communities has been the prime cause for a greater attention to a satisfactory recreation program for the community. It has often aroused a community to a recognition of a greater need for adequate recreation the year around. And there are definite statistics to indicate that the introduction of a sound recreation program can reduce delinquency and crime. Is not this value of basketball worth all the time and effort spent on it?

It would be difficult to collect statistics on how many boys are encouraged to remain in school on account of the basketball activity. But every coach and principal is immediately reminded of specific cases. Basketball may well have had something to do with the ever increasing percentage of boys and girls who finished high school during the past twenty-five years. Boys kept in school by basketball have been taught to give attention to the more serious aspects of school life. They need to become proficient enough in academic studies to maintain eligibility for athletics, their prime interest. They have been forced to re-evaluate their interests and activities.

Why go to school? What is one's purpose in life as well as in school? Some become excellent students and go on to universities to become leaders in the professions. For it soon becomes evident to them that basketball is not often a means to a livelihood. Many have been kept in school long enough by basketball to be more mature in making the great life choices.

Basketball furnishes every school, both teachers and students, a fine opportunity to evaluate the importance of both studies and activities. It keeps alive a sense of appraisal. It keeps alive a sense of judgment on matters of importance to wholesome living. Since it emphasizes the physical as opposed to the academic activities it gives a splendid opportunity to develop a sense of balance between these vital aspects of our living. It shows us that we cannot develop the one without the other if we would be true to our nature. We cannot escape such conclusions if we are fair in our evaluations. Indeed, physical and mental development must come together and at the same time.

Basketball is often the means to encourage emphasis on health teaching. The required phys-

ical examination has frequently uncovered a condition that needs remedial attention. And one must remain physically fit for strenuous participation.

Most coaches and principals and other school officials are persons of high ideals, strict morals, and persons interested in character development of all boys and girls under their charge. The leadership is right. In no other activity can the youth of the community be served with such consistent and worthy direction; and since recreation is a deterrent of crime and since basketball has popularized recreational programs in thousands of communities it would be hard to estimate the number of boys and girls who have been saved from going in the wrong direction.

It has been said that it is bad for a school to win consistently, that such winning encourages a "world beater" attitude. Such schools are very few. Over the years a school will not win continually. In the long run wins and losses will balance pretty well. When a school becomes a consistent winner it will seek tougher competition with a resultant decrease in percentage of wins. Then things will level off. The author has known schools which in the short course of six years have gone from the extreme of winning nearly all season games to the losing of all games another season.

Sportsmanship *can* be taught through basketball and pep sessions. It is noteworthy that student bodies with all their exuberance display a finer attitude than do adult spectators who often start and do most of the booing of officials' decisions. Sportsmanship goes much deeper than mere yelling at games. How does the player react to decisions in the contest? Can he take a decision which he does not like without a show of antagonistic emotion? This is the training which he needs. He needs the training of discipline and self-discipline that is a part of basketball.

There are many other personal values to the participant. Can he apply himself to his studies so he can remain eligible for participation? This is training which he needs. Can he carry out instructions of his coach? This is training which he needs. Can he follow training rules and in all things be the sort of person of whom the school and community can be proud? This is the sort of routine he needs to learn to follow. In all of these endeavors is he not learning self-

direction, one of the first necessities in a democracy? Does not much depend upon his ability to make right decisions under pressure? We are living in a time of high pressures and tensions and we need to learn how to cope with the problems we face because of them. How can we learn unless we engage in activities of pressure in our schools? Basketball is preparation for living.

What is right with basketball? Almost everything. The wrong comes from outside of school influences; from those who do not know or care to learn about the rules or purposes of the game; from those who would gamble on the outcome of the games and thus on the character of the participants; from those who would degrade the character of our youth to win a few dollars; from "uptown" coaches who would take the control of basketball out of the hands of the high school coach and principal; from those fans who could condemn a coach for not winning a large majority of the games, thus overemphasizing the sport; from those fans who are unsportsmanlike during a contest; and from those who would like to attack the schools upon the slightest pretext be-

cause they do not wish to be taxed to build an adequate gymnasium or school plant.

The game is exciting, challenging, thrilling, and captivating. It has so many attendant values that it would be hard to replace it in its inter-scholastic phase with anything that would come near to perform its function. As things are in high school today we need basketball. Kept in proper balance it is a vital force in our educational program. It can be improved when we understand its place, purpose, and function. It can be better managed and there is evidence that this is a constant purpose of those who control it. Let's keep this fine game in its proper place and function. Think. What would we do without it?

Editor's Note: In the past thirty-five years Principal Diettert has attended about 1,000 games of interschool basketball and of course, has seen it played under many conditions, situations, and under many different rules. He has also been present at many athletic banquets and has served as master of ceremonies at no small number of them. As school principal of some twenty years, he has had general supervision of many games and tournaments. All these duties and activities have forced him to re-evaluate frequently what we are doing and what we hope to accomplish. This article is a counterpart to his article in the December issue of SCHOOL ACTIVITIES entitled "What Is Wrong With Basketball?"

"Activities are likewise important," could well be the maxim followed in making adequate provisions to accommodate all students' desires.

Scheduling Time and Facilities for Activities

CO-CURRICULAR ACTIVITIES, students, and sponsors are getting a break at our high school because our administration believes in treating all three of them fairly.

A new schedule was put into effect in September of this year which provides a daily activity period equal in length to the other regular class periods. While it was introduced primarily to take care of the co-curricular activities which must now be considered at least important enough to rate better than step-child treatment, it has also brought with it many other benefits.

For one thing, while our assembly programs and home room programs ordinarily occur during the activity period, which is the last period of the school day, it is now possible, on any day, to run a program during any period and use the equal-length activity period for the class that was

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scheduled during the time of the program. This has virtually eliminated the standard protest which was always forthcoming in bygone days when the activity period was shorter than the class periods; no class time is lost, and, equally important, we feel free to schedule important programs for any period of the day. This latter item is sometimes the difference between securing the personalities and foregoing fine programs altogether.

While this flexibility is a fine feature of the new schedule, it is not the most important. Of far greater value is the time afforded to the various co-curricular activities. On Mondays, for instance, every two weeks has a scheduled meet-

ing of the Student Council, with representatives of each home room meeting in an adequate place, with NO OTHER ACTIVITY SCHEDULED. While the rest of the student body remains in their home rooms for study, or are on an available status for all sorts of school projects, teacher conferences, etc., Student Council is assured of maximum attendance, on school time. It really helps! On the other Monday, certain "service" clubs, like our Thaddeus Stevens Club of Future Teachers of America are scheduled for an equitable share of meetings.

Tuesday is our traditional club day and it is on Tuesdays that what we might call the "hobby" clubs meet. By now, you can see the pattern developing. It is possible for even the most energetic and talented student to join and meet regularly with, say, Student Council, Future Teachers of America, and an Aviation Club—all on school time, with no conflicts and without the need to decide which of several meetings it is more important for him to attend.

Because the meetings are on school time, attendance is not a problem for the sponsor; his group is always bound to be there, barring absences from school itself.

At the same time, there is no tug-of-war between sponsors for students, nor are the students faced with the making of a hard choice between an activity which is greatly desired and one that is almost as much in demand. Each activity not only gets more students; it gets more of the better students, without which it cannot progress to greater heights.

Because our student body is larger than the seating capacity of our auditorium, Wednesday is devoted to a home room period for sophomores, while the juniors and seniors are attending assembly programs. On Thursday, we reverse the process. This affords an excellent opportunity for transacting class business, school business such as activity ticket collections, savings collections, and regular home room programs outlined by the guidance department.

Friday is a duplicate of Monday. Other "service" clubs, such as the Girls Athletic Association, Key Club, and others have their scheduled meetings.

Writing as the sponsor of the Future Teachers of America Club, it seems to me that this new scheduling of co-curricular activities is most desirable. In my club, student leaders with a

wide range of interests and good abilities are most desirable. For the first time since we chartered the club, four years ago, no student who wants to join must abstain because he or she is too busy with Student Council, Key Club, or other worthwhile activities.

By itself, however, scheduled time is not enough. Our administration also schedules the facilities. This might seem unremarkable enough, except when we explain that, for example, when an intramural league in, say, basketball is scheduled, then the school gymnasium is reserved on specified dates for league games. This, in some instances, means that the varsity and junior varsity teams must journey to another school and practice that day in another gymnasium. We hasten to add, too, that we take our sports seriously here and our teams are usually pennant contenders each year—which makes this administration concern for co-curricular activities for ALL the students more noteworthy.

Naturally, meetings on school time, with school facilities are not enough for some types of club programs. The Future Teachers Club, for example, makes trips to various colleges in the area and the individual students spend a day with a teacher of the subject in which the student is most interested, in a school which the student has not attended. We feel that prospective teachers ought to have a nodding acquaintance with the type of preparation he will have to make and with the type of work he will have to do. Other clubs have similar programs which, at times, take the student out of school.

For such purposes, the administration provides a "Parental Permission Slip." This slip designates the student, the date, time, and nature of the trip, and the sponsor of the trip. It must be signed by the parent and initialed by the various teachers whose classes the student would miss. It is used with the clear understanding of the student and sponsor that the decision as to whether or not the student is to be released from class is up to the class teacher. Thus, every teacher is at all times aware of the activities of his students and can frequently pass along helpful information to the sponsor.

Sponsors of vital activities, such as Student Council, are relieved from home room duties. Others, like myself, are relieved of our home room duties on the dates of our scheduled meetings. Our heavy load as teachers does not permit

more than that this year, but the administration policies offer hope of further concessions when the opportunity arises.

This planning of scheduled time, of scheduled facilities, constitutes a commendable administration attitude, in my opinion. While it is not

Utopia and doesn't pretend to solve all problems, this thinking of the whole school and the whole student body, while considering the teacher and his work-load, too, is certainly a long step in the progress of co-curricular activities to their rightful niche in our school.

Real growth and development in the areas of arithmetic, English, art, home-making, business management are in evidence in social undertaking.

Group Project

ON VALENTINE DAY the 7A's of our school were invited to a dance at another school in our community. The invitation included the 28 7A's of my homeroom and 11 7A's of another. I took the whole group to the dance. This was the first experience of this kind for either school. It was well planned and very successful.

The next day, knowing my youngsters well, I went down to the office and reserved the gymnasium for the afternoon of May 2nd. When the class expressed the feeling that we ought to send a written "thank-you note," we did it in English class. The committees chose notes to be sent to the other 7A class, their teacher, and their principal. Several boys and girls commented that it would be fun if we had a dance, too. I agreed.

Several times during the next six weeks some one would casually mention a dance. Some one even said that a May Day Dance would provide a nice theme for decorations. My class has had experience in teacher-pupil planning. They have had enough successful experiences and also less successful experiences to realize that planning is not just a whim of the teacher's. It is an essential. I agreed wholeheartedly every time a dance was mentioned, but I wanted it to be their dance, not mine.

One day during the week after Easter I could see that something was brewing. The class chairman asked if, when they returned for the last period of the day, they might have a class meeting before our science lesson. When they returned, Blenda said that they would like to have a May Day Dance. Did I think it would be possible? Did I suppose that they could have one on the afternoon of May 2nd? I told them that I would be glad to help as much as I could, and suggested that a committee request the permis-

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sion of the principal. Blenda and Richard hurried down to the office. They returned to report excitedly that permission was granted and, by some lucky chance, the afternoon of May 2nd was an acceptable date.

I asked the class chairman to take over and start discussing the project. It was suggested that the other 7A section join us. A courier was sent and returned with the others. An election was held for a chairman, for it was felt only fair that the others be allowed a choice. Our class chairman was elected by the total group, which also decided to ask our regular secretary to serve. The project was explained by the chairman. A suggestion was made that a list of possible committee needs be made. Each person was to think over the list and possible additions or changes, and decide on which committee he or she would like to serve. The meeting was adjourned until the next day.

At the next meeting the work of the six committees (Hospitality, Decorating, Refreshment, Entertainment, Program, and Clean Up) was decided. Everyone volunteered to work on one special committee. Although there was a definite Hospitality Committee, the class discussed the idea that as hosts and hostesses, everyone was actually a member of the Hospitality Committee. Chairmen were chosen. Care was taken to see that some of the chairmen were from the other class.

During the next few weeks a great deal of work was done on the dance. Once a committee worked on the job of dittoing the programs after school. They wanted to finish the programs that

day, and their master copy wasn't very good. They weren't experienced typists but, after I had given a few pointers, they made a good copy.

Everything else was done during school time. I have my homeroom all morning and for an hour and a half in the afternoon. I felt that this had been one of the most meaningful experiences of the year. To label my lesson plans by subject matter might often have been difficult, but any part of it could have been labeled appropriately "Living," "Learning by Doing," or "Growing Up."

To organize the description I will outline the work of each committee.

1. *Hospitality.* This committee sent invitations to the Angell 7A's, their teacher, and their principal. They organized the hospitality stations for the dance—even to a receiving line.

The children were embarrassed about making introductions. We got out our English books and reread the unit. Then for ten minutes every day we practiced introductions. Every child had an opportunity to participate until he or she could introduce any one or be introduced with ease. Long before the dance the difference in their poise was wonderfully apparent.

One day I suggested that a boy ask a girl for a dance. Immediately it was obvious that this, too, was an area which needed practice. We included this in our daily work, too, and soon it was no longer a problem to any.

2. *Decoration.* The committee sketched their needs (best drill in arithmetic I know) and we looked over our supplies. They figured the cost of the needed materials.

3. *Refreshments.* The committee decided to serve ice cream and cookies. Early in the project they dittoed a form, asking each to contribute either 20¢ or two dozen cookies. Cookie making was a wonderful project. Two of the boys made three batches before the dance. The first two were so good that they ate them. The boys brought me a special sample of their final contribution, and I've never tasted better. Many brought both cookies and money. Others were having so much fun making cookies that they didn't want to miss out either.

4. *Entertainment.* The class decided it would be a nice time to have a little musical program while having refreshments during the intermission. Some of my class aren't very talented musically, but they all love to sing! This was a very nice feature of the dance. Since we didn't know

everyone from the other school, we decided to have seven square dances and three social dances (are any unsocial?). To help those who might be bashful (square dancing is also wonderful for this) this committee made very elaborate May Baskets to be used for "robber" dances. This was a huge success.

5. *Program.* Very pretty programs were made for the dance. Each dance had a name, and the programs were not only practical for the dance, but fun as well.

6. *Clean Up.* This committee did such a fine job that they even insisted on sweeping the floor—before and after! The janitor said that he would be responsible for that, but the boys insisted. The girls left the kitchen just as spotless.

The morning of the dance we spent an hour putting up our previously made (and very lovely) decorations, rehearsing the hospitality arrangements, etc. When this was finished at noon, they all rushed home to get ready. They had previously decided that, although they usually wore jeans to square dances, they'd like to "dress up" for this one.

The dance worked out beautifully. We had invited some mothers to come, and they said that they were amazed. Even the visiting teacher and both principals commented on how smooth it all was. I was proud, of course, but not surprised. I didn't have to speak to a child, but I hadn't expected to. It was their dance. They had worked hard on it for a month. They made the decisions and planned it to the last detail. They were just as proud of their work as I was or almost, for they couldn't see their own growth as I could!

I realize that I am fortunate to be able to include something like this in the curriculum. I believe it belongs there. Any cooperative enterprise such as this with thirty-nine seventh graders takes a lot of time. But it was time well spent! Actually, my class worked harder on other work to be sure to have enough time to prepare the dance well.

There was evident very real growth in such areas as arithmetic, English, art, homemaking, etc. These were important. Of even more importance, but less easily measured, was some very wonderful growth in initiative, poise, imagination, responsibility, and cooperation. Teaching children to live together well ought not to be just an extracurricular activity! What could be more important?

An evaluation of an ineffective and somewhat disappointing secondary school student council and remedial procedure is presented by a sponsor.

Operation Student Council

AFTER EVALUATING MY PREVIOUS THREE YEARS of student council sponsorship, I can only conclude that I have let the kids down. But, until now, I had been quite smug, in fact, I was quite well satisfied. The council had not been a sore spot or problem to the administration. But yet, we were not functioning as a student council should.

In the faculty bull-sessions everyone expressed satisfaction with the operation of the council. Many could remember when the council had been a headache and a constant source of trouble.

Yet in the back of my mind rested the thought that the council was for the students, not the faculty and administration. In actuality it was a device for furthering the aims and purposes of education.

I had often pleaded with the superintendent to make the council sponsorship an appointive function. I referred to myself as a "do-nothing" sponsor, sadly equipped for the office, but to no avail. The council has again elected me as its sponsor for the coming year so I have decided to "go all out" in my attempt to make the council an effective educational instrument.

In setting up my problem, I have asked myself two questions:

1. What is the student council in terms of what it does?
2. What should be done to make the student council more educationally effective?

According to McKown, the student council is a device for educating the student for successful living in a democracy, and this can best be accomplished by providing a setting most nearly representing a democracy. The student must have practice in actual living in a miniature democratic setting. This definition answers the question of the nature of the council in terms of its function.

In evaluating the activities of previous councils, I found we had done almost nothing worthwhile. Almost all of our activities had been di-

A STUDENT COUNCIL SPONSOR

rected toward raising funds for the annual student council convention. This trip was little more than a field trip, a visitation to points of interest in the vicinity of the convention.

The present internal organization is well adapted to operate in our school. Following a primary, the president and vice-president are elected from the student body as a whole. The secretary and treasurer are named by the Council from a list of accredited nominees from the entire student body. This plan helps to guarantee well-qualified officers, and also promotes wholesome school support. Thus far this method of nomination and election has been highly satisfactory. Assurance is given of nominating and electing a fully qualified candidate, and this fact is highly publicized by the council, thus providing an interesting, educationally worthwhile election.

Each of the four classes nominates and elects two representatives from its own membership. This is satisfactory.

However, another type of council membership is not satisfactory. The Lettermen's Club president (or next ranking officer in case the president is a member of the council, the newspaper editor, and the yearbook editor are ex officio, but non-voting members. This plan should be abolished because the council meetings should be open to all the students thus making it unnecessary to provide for any non-voting membership. Obviously, too, the inclusion of these non-voting members tends to promote special school interests and undue influence.

The constitution provides for a regular weekly meeting. However, in the past, these meetings have been held whenever a need was felt and were held out of school hours. We must allocate school time, a definitely scheduled period, each week for the council meeting. This should be relatively easy because weekly class meetings are scheduled. The council can meet at this time. Too, a definite, regular meeting place will have to be determined at the beginning of the year.

Our meetings have been conducted in a rather disorganized, haphazard manner. Many of the members, because of lack of interest, have not bothered to attend. Parliamentary procedure has not been too closely followed. My responsibility is evident; I must promote vigorous interest in the council meetings and stress the importance of following proper parliamentary procedure.

Temporary committees with not too definite responsibilities have been appointed but these have been totally ineffective. We must judiciously appoint several permanent committees, each to be assigned specific tasks and held responsible for them. Temporary committees can be appointed as needed.

The committee framework should include the following committees:

1. *Finance.* This committee will raise and handle council funds (the council is self-sustaining) and will also correlate the finances of any project where the school is working as a unit.

2. *Program.* This group schedules and arranges assemblies for the school year. In the past this committee has been unsuccessful because it did not insist that the arranged schedule be followed. The results were assembly failures and conflicts. Pressure applied in the right places should help.

This committee will also see that there are no conflicts between dances, class activities, athletics, and intramurals. Lack of proper correlation has caused much trouble.

The group will also check the guest list prior to any school sponsored dance and eliminate any undesirable names. Individuals no longer in school will not be admitted to these functions without proper authorization. This procedure should eliminate many undesirable situations that have persisted in the past.

3. *Civic.* This important committee will provide for fire drills, fire inspections, locker inspections, grounds, tardiness and absentee infraction, awards, school safety, good cheer, law and order, and school spirit.

4. *Public Relations.* The purpose of this committee will be to see that the activities of the council are sufficiently publicized, thus serving as a closer tie between the student body and the council. It will strengthen the editorial policy of the school paper by providing editorials of a

suitable nature stressing desirable actions from the students.

One of the first meetings of the council will be used for the formulation of purposes to serve as guides for the activities of the year. Although the council members themselves must determine these guiding purposes, I shall submit a list for council consideration. In this list I will include those suggested by Fretwell, McKown, Terry, Van Pool, and other writers in this field.

We shall emphasize that these be the framework upon which the activities shall be hung. They will have to be functional, not merely idle mouthings.

Some of the proposed activities to be submitted for council consideration are the following:

1. Discipline
 - a. The issuance of tardiness, excused and unexcused passes, and the assignment of appropriate penalty tasks.
 - b. Locker inspections and awards and penalties.
 - c. Provision for elementary school spectator space during basketball games and proper supervision.
2. Organization Functions
 - a. The council's financial functions will be largely those of maintaining its own program and correlating various fund raising campaigns. In the past our council has used the following means to raise funds for its program. Some of these were ineffectual and others brought headaches because of the general looseness of the plan and a lack of strict supervision.
 1. Special assemblies with a very small admission fee.
 2. Magazine subscription campaign.
 3. Movie sponsorship at the local theatre.
 4. Sale of Christmas cards.
 5. Lunches and dinners.
 6. One-act plays in our own community and others.

I plan to ask the superintendent for a definite subsidy for the council. Naturally, the council and its sponsor will have to prove our case.

- b. Supervision of assembly schedule and programs.
- c. Promotion and supervision of social activities.

3. Service Functions

- a. Supervision of automobile parking and maintenance of parking lots. Students with excess tardiness and absences can be put to some of these tasks.
- b. Care of school trophies.
- c. Maintenance of bulletin boards, eyesores in our school.
- d. Raising, lowering, and caring for the flag.
- e. Fire drills.
- f. Welfare activities, visitations, cards, flowers, etc.
- g. Promotion of courtesy, etiquette, and good behavior about the school.
- h. Publicity through the local newspaper, the school newspaper, bulletin boards, P.T.A., etc.

4. Projects

- a. Handbook. A council committee did gather material last year for the purpose of preparing a handbook, but nothing further was done.
- b. Reading Library. I have already laid the groundwork for a reading library and

book repair program which is to supplement regular library activities. Funds have already been provided for the purchase of books and repair equipment is to be found in the English department. The elementary schools have been conducting an extensive campaign creating interest in this activity. The function of the council will be that of perpetuating and intensifying this interest in the high school. Too, it can correlate classes' book purchases and repair programs, and encourage extensive use of this library through an adequate publicity program.

Naturally, other activities, both major and minor, will be considered by the council.

In summary, I plan for a vigorous and, I hope, intelligent campaign to the end that our student council will become a highly profitable and respected organization in the school. Too, such a campaign should help to increase my own self-respect as a council sponsor.

Editor's Note: This is a "true story." For obvious reasons the writer prefers to remain anonymous.

Incorporating activities and projects into the school creates interest and responsibility and assures versatile training and experience.

Photography Can Be Valuable

THREE YEARS ago I went to Tustin as commercial teacher. During my first year we formed a yearbook staff and had a Cadillac photographer take all the pictures for our yearbook.

Some of the students felt that our book could be improved by having more timely photographed pictures of the different school events. This was impossible under the present conditions because the photographer could only attend certain events due to other business engagements. It was suggested at one of our meetings that a Camera Club be formed and that all the school pictures taken by the members with their cameras should be pooled and the best selected for our yearbook.

When the club was first formed there were only ten members in the group and two sponsors. The science teacher, who was extremely interested in photography, offered his services as well

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as his enlarger and developer. By the end of the first semester the club was the most popular group in the school due to the dynamic leadership of the club officers and the interest shown by the other students in the pictures taken by the group.

A science storage room was converted into a darkroom by our fifth hour shop class at a very minimum cost involving some nails, celotex, and dark black paint. The school maintenance class wired the room as part of a class experiment.

I am proud to say that the interest of the group came from within the members and needed very little stimulation by us as sponsors except in an organizational way involving the best methods to obtain their desired goals. The goals of

the club were developed by the members at their regular seventh hour meeting each Friday. They developed their goals by having group discussions on their wants and needs and when they were clearly defined, the secretary organized this material in the form of written objectives.

Soon their thirst for knowledge led the group into money raising projects to purchase the necessary materials. Christmas picture cards, the sale of candy, hot dogs, etc., netted the group \$150.00 their first year. A purchasing committee of three members selected and purchased the necessary supplies for the club.

Local commercial photographers came upon invitation by the club and put on demonstrations for the Camera Club and on two occasions presented a program to the whole student body, assisted by the club. These programs, handled and directed by the students, created interest in the student body and by the end of the second year we had fifty members in our club which composed about one-third of the high school students.

With the increase in membership, plans of expansion became a necessity and new committees became the immediate outcome. The scheduling committee arranged the hours for the student use of the darkroom and equipment, the financing and purchasing committees worked together in obtaining supplies, and the public relations committee stimulated interest in the school and community. Consequently, a good share of the pictures taken by people in the surrounding area were developed by the Camera Club as money raising activities.

The Camera Club decided that year to put on a program for the P.T.A. in the hope they would vote to finance the purchase of a new camera and tripod for approximately \$325.00. The activities of the club were so divided that each member had a part in this P.T.A. demonstration. The parents, pleased with this program, voted the necessary \$325.00, provided the camera and tripod became the property of the school, if at a later date the club dissolved.

Last year the Camera Club worked with the yearbook advertising staff in producing picture ads that both pleased the merchants and aided the treasury of the club.

The Michigan Accrediting Officer spoke highly of our Camera Club last year and suggested that it would be a very good idea to give a

half-credit in photography to all the students who fulfilled the necessary requirements the same as in other subjects.

We feel that the success of this club belongs to the original ten members who started it and preserved the interest of the group during its embryonic period. They proved to the school and to the community that photography can be organized and developed as a part of the regular school program so that it will enrich the lives of all those who become a part of it.

In summarizing the success of the club over the past three years, I would say that the following points favored its development:

1. The zeal for the club came from the original members and was not stimulated by faculty desire.
2. The organization plan was simple and workable.
3. The club was geared to the needs of its members.
4. Changes were brought about through the desire of the group.
5. Adequate time was provided for the meetings during the school day.
6. Adult domination was avoided; sponsors acted as co-workers.
7. The consideration, cooperation, and acceptance by the rest of the faculty and the administration.
8. The fine cooperation of the community.
9. The original members were dynamic individuals who aroused interests in less capable students.
10. The assumption of individual and group responsibilities as a member of the club.
11. Ability to reach agreement with others on a mutual task.
12. The ability of the members to appraise group progress through common goals.

According to NEA, elementary teachers are badly needed in 45 states, and secondary teachers in nine, with no immediate decrease in this shortage in sight. Despite the five per cent increase for 1952-53, the average salary of classroom teachers is \$3405 — \$1783 in pre-war money value. A salary schedule comparable to those of other professions requiring about the same personal and educational requirements is the only solution to the problem of teacher shortage.

"We Learn to Do by Doing," is a maxim that is appropriate to many projects and undertakings, not excluding secondary school yearbooks.

Then and Now in School Activities---Yearbooks

IT WAS A SURPRISE to John Sherman, in the fall of 1913, that he was elected editor of Portsmouth High School's first "annual." He had been among a group of seniors, a week or so earlier, whom the principal had hand-picked to listen to the sales talk by the representative of an engraving company. The salesman had approached the principal, and the principal had called in a group of key seniors for indoctrination. The salesman hoped to get a contract for engraving (which he did eventually) and the principal wished to inaugurate an activity which was running in high gear in some schools but not yet started in Portsmouth.

John opposed the idea at the time. His first argument was that if the class intended to get out a yearbook, it should have started the project much earlier—not only earlier that fall but in its sophomore or junior year—so that they could have time to prepare personnel for the editorial and business-management duties and to set up a sinking fund to finance the publication. Then, he argued further, the project would cost more than the class of only sixty-two members could afford. It was because of his opposition to the activity in the first place that he was surprised at being elected editor.

Ralph, the class president, who later became a Protestant minister, called a class meeting in the form of a peanut social one December afternoon. John went to the meeting, not even knowing its purpose, and ate peanuts along with his classmates while Ralph explained the purpose of the meeting and presented the principal's proposal that the class institute the new activity. It was too late then to stem the movement. The principal apparently had done some home-missionary work among various members of the class, and the vote to undertake the annual was quite one-sided. Nevertheless, John voted as he previously had argued. And even then, all in the same meeting, his classmates elected him editor.

The school had just completed a successful football season, and John was football captain.

J. R. SHANNON
San Diego State College
San Diego, California

Maybe that is why his peers looked to him for the editorship. John never understood himself how and why it came about. He would have declined the nomination were it not that Herman also was nominated (John never could resist competing with Herman for anything which Herman sought) and that he thought he did not stand a ghost of a show of winning the election.

Herman was the Beau Brummell of the class, and John never had been much of a ladies' man. But it seemed that what looked to John like his worst liability in the impromptu election became his chief asset. The majority of the class were girls, and the girls leaned heavily toward John.

"What a way to choose an editor!" thought John, as he sat in a daze when the ballots were counted. Then the remaining members of the editorial and business staff were elected by the time the supply of peanuts was exhausted. It was voted, also, to repeat "The College Ball" a four-act drama, as a money-maker to support the yearbook. The play had been successfully performed the preceding May, and not much additional work or expense was involved in its repetition. John and four other members of the newly elected yearbook staff, plus Herman, constituted one-half of the cast for the money-maker.

Although the principal had forced the idea of the annual upon the class without the majority of them—or of the staff—appreciating the magnitude of the undertaking, it never seemed to occur to him to appoint a faculty sponsor to help nourish and guide the new baby. The staff resented this neglect, and on the first page of the yearbook showed a picture of the feet of the staff members, with this subscript:

The above is a reproduction of the main support our staff has had in making this, the first "Benedictus." If you were in our shoes you could better appreciate the product of our labor, and would do all in your power to aid

the "Benedictus" staff of Nineteen Hundred and Fifteen.

"The 1914 Benedictus"

Faults in Procedure

The lack of faculty counsel was evident on every hand, both in the procedures of producing the publication and in the product itself.

John Sherman had never seen a high school "annual"; he did not even know there ever had been such a thing. Yet, he was editor-in-chief. His only qualifications for the job were his indefatigable energy and his naïveté. But those two proved to be more qualifications than most of the nine-member staff brought to the assignment. Six of the nine proved to be deadwood. The business manager and his two assistants were almost nonentities, and therefore Ralph, the class president, stepped in as advertising solicitor and did noble service. (Maybe the experience proved helpful in his adult career as a clergyman.) John took over much of the business duties of promotion, sales, contacts with engraver and printer, and general roustabout. Amy and Maurice, assistant editors, did their parts nobly, but John carried the ball most of the time for both over-all management and execution of minor details.

John presided at staff meetings; he supervised and directed the work of assistants; he planned the master layout; he wrote much of the copy; he gleaned newspapers for gags to intersperse among the ads; he took candid-camera snapshots, most of which turned out bad; he mounted pictures for the engraver; he shipped to and received material from the engraver; he read proof; he routed copy through the print shop; he did ballyhoo work in school assemblies; and he high-pressured the faculty for their "co-operation." This last act was the most brazen thing ever done by a high school boy, and it was at the request of the principal.

Chiefly as a financial measure, the staff had planned for each faculty member to have an individual halftone in the book, and for each to pay for his own photograph and engraving. The faculty had objected to this, and had proposed a group picture instead. The principal, therefore, placed John on the program at the next faculty meeting to browbeat them into subservience.

The staff invited the head of the English department and the head of the Latin department to propose names for the yearbook. The name

suggested by the English teacher was adopted by the staff. But since John disliked the English teacher personally, he insisted on reconsideration, and forced through the adoption of *Benedictus*, a name which stands to this day.

Faults in the Product

John blushes and moans now to see the product of his unsupervised work forty years ago. He did as well as he knew at the time and as well as he was able in time available from December until May, but he didn't know enough and he didn't have time enough.

A breakdown of the 132 pages in the 1914 *Benedictus* shows the following major allotments of pages: introduction and dedication, three; pictures and data on buildings and grounds, four; faculty and faculty members' children, nine; seniors, 53; other classes, 14; athletics, 15; other activities, 11; alumni, three; necrology, one; ads, gags, and dirt, 19.

Foremost among the faults in this allotment is the preponderant portion to the senior class. A finer breakdown of this portion shows: cartoon, one; yearbook staff, two; individual pictures and biographical sketches of seniors, 13; "The College Ball," three; class history, four; class will, three; class alphabet, three; class poem, two; class prophecy, 20; two senior clubs (one for each sex), two.

The 29 pages given to class history, class alphabet, class poem, and—worst of all—class prophecy, were straight, full-page, page-after-age twelve-point type, an unjustifiable waste. (John Sherman knew better than to use the long class prophecy, but he used it rather than offend Amy, who wrote it and to whom John thought he owed consideration because of some of his past inconsiderate behavior toward her.) The three pages to class will, except for one given to a cartoon—Maurice's ten cartoons were the best thing in the book—were worse than waste; they were iniquitous. Of the 35 items "bequeathed" by the departing seniors, no less than 15 were raw insults, and a dozen contained weak allusions understood then by few people and now by nobody.

There were only three pages of candid-camera pictures in the whole book. One was of parts of the school plant and two were action pictures in athletics.

A few typographical errors, and errors in

spelling, punctuation, and capitalization escaped notice until too late.

Cheap or weak "jokes," to say nothing of dirty digs about defenseless people, helped make filler and "enticement" among the 19 pages of advertising. (It is sad, in any case, for a school yearbook to have to carry advertising at all.)

Faults in Financing

The class had no nest egg from previous years' accumulation to start the project off on a sound financial footing. It repeated "The College Ball" for a starter, after having foolishly dissipated an amazing windfall from its first performance the preceding spring, but it is unfair and unwise willfully to plan a dramatic production for no other purpose than making money. Insofar as possible, every tub should sit on its own bottom—certainly, insofar as deliberately planned financing is concerned.

Too much of the first *Benedictus* was allotted to advertisements. Any advertisements, whatever, are too many, but the 1914 *Benny* gave one-seventh of the whole to this financial raft. Advertising in a yearbook, more than in a school paper, is a form of charity or of blackmail. The main value of a school yearbook is agreed to be as a memory book to graduates in future years. Businessmen buying advertising have a right to expect returns sooner than a memory book can promise.

But even then, one merchant would not pay for his ad. His street number appeared in each of the four corners of his space, and the number was incorrect. Had he cunningly given it wrong, or was a typographical error committed four times? Nobody knows, for the original copy was not retained.

Engraving and printing contracts were made before sales campaigns succeeded. Several copies of the *Benny* were sold to the junkman. John Sherman bought ten copies at full price to help keep the project solvent, and some other staff members also overextended their budgets to help save face and maintain credit, but nevertheless, a printing bill of six hundred dollars remained unpaid for seven years.

A Check List of Errors

A summary of mistakes in producing a yearbook back in the good old days can assist present-

day sponsors who would be circumspect to avoid the pitfalls not foreseen by their predecessors.

1. The activity was practically pushed onto the pupils by an overzealous principal.

2. Influences outside of the school played a part in inaugurating the activity.

3. The yearbook was a product of one class, and became a memory book for one class, rather than the whole school.

4. The project was started too late in the school year and too late in the career of the class consummating it.

5. Personal popularity of pupils, rather than competence or ambition on their part, was the basis for selection of staff members.

6. Personnel were not prepared by practice or precept to assume responsibility for the project.

7. No funds for financing the project were accumulated in advance.

8. A four-act play was presented for the sole purpose of subsidizing the yearbook.

9. No faculty counsel or sponsorship of any kind was given the enterprise.

10. The majority of the staff members loafed on the job.

11. Subscription campaigns came too late, were too restricted, and were mishandled.

12. The editor-in-chief did too much of the routine work.

13. An unbeheldden bumptious boy browbeat the faculty into giving bonuses.

14. Prejudice and caprice played a part in naming the publication.

15. Too much space was given to the senior class and too little to other classes.

16. Too much space was given to typed matter and too little to snapshots and action pictures.

17. Sentiment rather than reason governed the choice of much of the content.

18. Advertisements got too much space.

19. Typographical errors, misspellings, and errors in capitalization and punctuation were overlooked.

20. Many of the so-called jokes were weak.

21. Dirt columns became insulting.

22. Allusions which were understood by too few people abounded.

23. Slipshod business practices were permitted.

24. Some pupils spent more money than they could afford.

25. A big bill was left unpaid.

John Sherman is now a grandfather. Two of his sons graduated from Portsmouth and one of them was on the *Benny* staff. Things are going well now for that particular yearbook in that particular high school. If other schools can profit by the example, no fee will be charged for "professional services," but the principal value of the account of the experience lies in its revelation of the real truth about the good old days.

Editor's Note: This is the second of a series on "Then and Now In School Activities" by the same author. The story is a true one with fictitious names and high school.

For the past five years the Lakewood Junior High School, Long Beach, California, has annually exchanged flags with a Latin America country. This impressive two-day ceremony includes addresses by representatives of both countries, essay and costume contests, colorful dances, appropriate music, dramatics, and pageantry, decorated rooms and corridors, a parade, etc. Naturally, this culminating activity of a ninth-grade social-studies unit on "Our American Neighbors" requires study, investigation, and planning as well as presentation. An idea for your school?

Some types of interscholastic competition have been under heavy fire for the past few years, and, apparently, may shortly be fighting for their very lives. In the spring of 1950 the North Central Association of Secondary Schools and Colleges recommended that its member schools ban all interscholastic rating and decision contests except athletics. A year later, due to the unfavorable reaction, the Association replaced this recommendation with one less severe. Despite this somewhat-of-a-reversal, there is growing opposition to these events.

What You Need

NEW FREE FILM FOLDER

A new folder, "Free Films for '53," listing 46 subjects for use in high school assembly programs and home economics, science, and health classes, has just been issued by Association

Films. Copies may be had at no charge by writing Public Relations Dept., Association Films, 347 Madison Avenue, New York 17, N. Y.

CHALLENGER SCREEN

The new Challenger 5-Star Screen is a portable pushbutton screen with crystal-beaded projection surface. The simple pushbutton operation releases the securely held screen case as the legs slide smoothly down to standing position. The bail is hooked to the goose-neck at the angle desired and uneven projection or squaring on the screen caused by uneven flooring or projector base is corrected. The crystal beads offer a snow-white projection surface with great reflective power and brilliance for brighter projection. The Challenger has an easily held carrying grip with scientifically gauged balance.

The new screen is available in eight sizes: four square sizes, 40, 50, 60, and 70 inches, each adjusting to four square and four rectangular positions; and four rectangular sizes, 30 by 40, 37 by 50, 45 by 60, and 52 by 70 inches. Da-Lite Screen Co., Inc., Dept. NS, 2711 N. Pulaski Rd., Chicago 39.—School Executive

RADIO ENGLISH

"Radio English" by French, Levenson, Rockwell. McGraw-Hill Book Co. 368 pp. \$3.60. A lively presentation of the elements of modern radio work, and its relation with the public school English class. The authors predict that this subject will soon rank in importance with the school newspaper and yearbook.—Ohio Schools

THE EASTERN ARTS ASSN. YEARBOOK

Another Yearbook of The Eastern Arts Association is ready for distribution and is available for purchase by non-members.

The title of the 1952 edition is ART EDUCATION IN A SCIENTIFIC AGE. This 112-page volume presents points of view, activities, and methods, consonant with the times. In this Yearbook the reader will not find ready-made answers to problems posed by our scientific age; rather he is stimulated to engage in further personal search for those solutions that will best meet his needs, in terms of the children and youth who come under his direction at this, the most crucial epoch in western culture.

A limited number of this edition is now available to non-members at \$3.00 a copy. Orders will be filled as long as the supply lasts. Standing orders placed by colleges, libraries, museums, etc., will be honored and will assure receipt of each edition as published. Order from Lillian D. Sweigart, S. T. C., Kutztown, Pa.

ASSEMBLY PROGRAMS

for March

March brings the wind-up of winter activities. "In like a lion—out like a lamb" spotlights the spring season of growth. Fortunate, indeed, is the program chairman who has a well-planned assembly schedule. Even the wind sings a loud song.

Pussy willows, daffodils, and red buds give evidence of bursting new life. Kites, jump ropes, and marbles appear on the school grounds. Little white lambs and white-faced calves play in the pastures, but in the classrooms, Dutch scenes and tulips show that March is here.

IMPROVING DIRECTORSHIP

Assembly production is a group art. The simplest program requires cooperation from a number of persons. Every number requires numerous decisions, ranging from driving nails to checking audience response. Even a genius loses by making all decisions himself.

In trying to control minds, speech, and ideas, inefficiency results. When the pupils perform, they resemble marionettes of a puppet show; they move like mechanical robots. Such an activity is the creation of a dictatorial, dogmatic director. The audience is neither inspired nor uplifted. It is amused and often disgusted.

At the other extremity is the desultory director who uses neither method nor principles. Lack of continuity, persistence, and purpose show absence of plan, pattern, and arrangement. Everyone follows his own ideas in a haphazard operation. An example of this program is a mixture of numbers prepared in different classes. It becomes a hit-or-miss affair leaving the bewildered audience to fit the numbers together like parts of a jig-saw puzzle.

These are perplexing problems in direction. Sometimes they are solved by the costly trial and error method or the accumulation of knowledge through experience.

However, no formula furnishes a short-cut success. The answer is **work**. The nucleus of the assembly program starts like a small snowball. It gains momentum as it rolls. Vision, high ideals, enthusiasm, and consecration to duty are essentials of good directing but the basic requirement is ability to guide others toward the unity of spirit needed for superiority in performance. Success lies in getting others to share responsibility. Pupils should be inspired to do good work

UNA LEE VOIGT
Enid High School
Enid, Oklahoma

but not professional. The world seldom sees perfection. The good director understands, encourages, inspires, but seldom drives.

Every school has certain traditions, customs, or **mores**. Definite conventions have developed for carrying on activities. Change is resented as revolution. The director must use time as an ally. The school principal makes decisions for the good of the majority. His policies are to be respected; his advice and approval are mandatory.

The first step is an outline of the purposes. This is discussed with the students who are responsible for the program. A theme is suggested and the script-writing committee starts to work.

A production plan is the second step in wise direction. Certain functions are clearly defined as executive duties. These are fulfilled by managers and include: business, sound, properties, scenery, make-up, and lighting.

All in all, a director needs the patience of Job, the wisdom of Solomon, and the pedagogy of Jesus. Every assembly is worth the effort; it is doing something for others.

STAMP ASSEMBLY

School Philatelists

Suggested Scripture: Matthew 25:14-29

The first United States postage stamps were authorized on March 3, 1847. Famous stamps may be displayed on the assembly program. Skits from the biographies of famous Americans, who have received recognition by commemorative postage stamps, make good numbers. Most children have had experience with post office as a game. They like the idea.

If the school has a good projector, the audience will enjoy seeing stamps on the screen. Different students briefly explain the significance of four or five famous stamps.

A hidden microphone can pick up effective fan-fare and sound effects. Available recordings are suggestive.

Mood music heightens the presentations. Its selection gives a special effect by shifting the listeners' attention from music to speech. Just

as seasoning, it should be used sparingly. A few bars finishing on a chord are enough. The handling of records and sounds require skill but music and sound used with speech and vision insure success.

WIND ASSEMBLY
Science Department
Suggested Scripture:

Matthew 8:23-27 or Luke 8:22-25

The purpose of this assembly is to entertain and inform. A lamb will help create atmosphere. Advance publicity is "Prepare for a Big Blow in Assembly."

A blow-out can be a candle contest or feather blowing game. A quiz follows in which two students name windy words as huff, puff, and gust. Windy students may be nominated before the assembly time.

Appropriate songs as "I'm Forever Blowing Bubbles" can be dramatized. Using the kite idea, students can show how Franklin and his son made his experiment. The Library Club can suggest books with wind in the titles.

Explaining how the wind instruments of the band work is a good number used to introduce musical numbers.

A student may demonstrate why an airplane

stays in the air. Another demonstrative talk can be given about cyclones and tornadoes and hurricanes. Safety suggestions are timely. Experiments showing the power of compressed air are interesting to audiences.

Children enjoy hearing interpretations of Robert Louis Stevenson's wind poems. One of the William Howitt poems, "The Wind in a Frolic," remains a favorite in anthologies. It presents the wind as sprightly, mischievous, and boisterous.

Myths are wonderful stories with dramatic force and ethical value. They are prepared as any other declamation by keeping dramatic episodes and dialogue prominent. Aeolus and his Harp of Winds is appropriate. In high school, the accounts of Aeneas, the Trojan warrior of Vergil's Aeneid, will furnish presentation for creative drama.

YEARBOOK ASSEMBLY
Journalism Department

Suggested Scripture: I John 1:1-8

To persuade and convince the students that they should purchase the yearbook is the purpose of this assembly.

"Extra! Extra! Big Scoop!" is the advance publicity slogan.

DEBATE

Materials

THE NATIONAL HIGH SCHOOL DEBATE TOPIC FOR THE
 SCHOOL YEAR 1952-1953 IS:
WHAT FORM OF INTERNATIONAL ORGANIZATION SHOULD THE UNITED STATES SUPPORT?

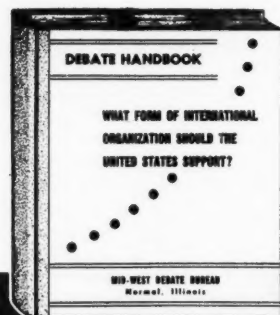
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**WHAT FORM OF
 INTERNATIONAL
 ORGANIZATION
 SHOULD THE
 UNITED STATES
 SUPPORT?**

MID-WEST DEBATE BUREAU
NORMAL, ILLINOIS

The first scene takes place in 1978. Two middle-aged seniors meet and ask about the 1953 school year. Then, in a flash back, they turn back the clock and staff officers show large pages from the yearbook.

Continuity can be provided by singing commercials or poetry adaptations from the theme of the book. The Pied Piper has been used. School Spirit is also a good emcee who conducts the audience through the halls of the school. Uncle Sam is another good emcee for this activity.

Another suggestion is to dramatize the troubles of the editor-in-chief who has a nightmare. Mr. Deadline, Mr. High Cost, Miss Won't Work, and Tellie Trouble haunt her with their characteristics. The audience sympathizes with the editor.

In the closing scene, school spirit shows the editor how staff members are cooperating. The art editor demonstrates with a chalk talk. The business manager outlines his plans and the student body pledges to purchase the annual.

"Extra! Extra!" is a skit showing how the yearbook contains outstanding features of school life. School Spirit can take the audience on a television tour through various activities of the school. Extra! Extra! is the commercial challenge to buy.

Pride and appreciation were given to Enid High School's yearbook last year. The Quill rated first in Oklahoma. Miss Ruth Scott, head of the journalism department, was the sponsor.

CLEAN-UP ASSEMBLY

Student Council

Suggested Scripture: John 37:10-23

"Clean minds! Clean rooms! Clean bodies!" is not only the theme for Clean-up Assembly but it is the policy of Enid Schools during the entire year. This assembly is most successful when initiated and planned by student committees, under the guidance of a sponsor-director. The high school group can plan for cleanliness morally, physically, and spiritually.

A cleaning brigade, armed with mops, brooms, and brushes sing songs and decorate the stage. An appropriate motto is given by a high school boy:

"Carve your name in the hearts of your school mates not on the desks."—Scot Johnston.

A junior high school girl suggests:

"Join our cleaning brigade

Just for a year or two

Help us keep the Litterbugs out

Remember we need you!

A happy time we're sure to have

When we get rid of the Litterbug Crew."

This assembly is the climax in clean-up week. King of the Litterbugs resembles the villain of the old fashioned "mellerdrama." He is the enemy of School Spirit. The king's helpers are Fire and Carelessness. School Spirit is aided by Good Citizenship and Uncle Sam.

Emerson junior high students gave dramatizations of a conflict between the Litterbug King and School Spirit. Each tried to convert students when they crossed the stage. Finally, members of the group were convinced that they should cooperate in clean-up week by picking up papers thrown on the stage. When they did, they found that each had an important quotation about cleanliness.

A secret committee reported names of students who were commended. Good citizens who cooperated best in keeping the school clean were named. Awards were made to home rooms having highest ratings for neatness.

Another interesting program is the trial. An eighth grade group worked out a thirty-minute presentation of the trial of a boy for sabotaging the school. He had thrown papers in the halls.

Character witnesses and a student portrayed the boy's mother. The jury, judge, and bailiff

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were selected. The prosecuting attorney told how the school trained good citizens, how records were kept, and how guidance was taught in home room programs. The verdict was "guilty" and the defendant was given clemency when he was paroled to Good Citizenship.

This is the problem-solving assembly and has many advantages.

ACHIEVEMENT ASSEMBLY

4-H Club

Suggested Scripture: Mark 4:1-9

During March, 4-H Clubs of America prepare for spring contests. Songs, skits, timely topics, and demonstrations will interest the school audience and also help students in poise and audience projection. A good skit can show how the 4-H club developed, its aims and benefits.

Leaders of the group will help select appropriate numbers. The problem in presenting a thirty-minute program comes in the selection of demonstrations which will interest the entire student body.

Leaders from neighboring clubs will cooperate in an exchange of programs. County agents will also give suggestions.

A college student, a former member, can also inspire the group by speaking extemporaneously about the 4-H club program.

Films, highlighting 4-H club work, are available from the State Agricultural Colleges or county agents. Parents, who have belonged to 4-H clubs, are interviewed or asked to speak briefly. Ribbons, medals, and prizes can be displayed.

MATERIALS FOR MARCH ASSEMBLIES

Sound effect records are available from Genett Records, Box 38, Foulke Station, Richmond, Indiana.

Material for the Stamp Assembly may be adaptable from information in the article: "Alfred Nobel—A Project in Scholarship" by Theodora Kock published in December issue of **School Activities**.


For Girl Scout assembly, materials are adaptable from GIRL SCOUTS OF THE U.S.A., 155 East 44th Street, New York 17, New York.

St. Patrick's Day Assembly suggestions are found in February, 1952, issue **School Activities**, 1515 Lane Street, Topeka, Kansas.

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ONE HUNDRED SQUARE INCH CUTS			
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			\$16.00

CUTS AND MATS OF FOOTBALL PLAYERS

MAT PRICES

PRICES ON MATS	
SQUARE INCHES	NUMBER OF MATS FROM ONE CUT ON SAME ORDER
12	1 4 8 11 19 27 40 50
16	6 30 24 18 15 12 10 07 06
20	12 37 26 20 16 13 11 08 06
30	20 36 29 22 18 16 12 10 07
60	45 46 36 28 23 19 16 11 10
100	81 76 60 47 39 31 25 19 16
260	278 167 331 08 84 70 56 42 34
380	342 235 501 46 10 98 80 59 47

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News Notes and Comments

Official Boy Scout Week Poster

Boy Scout Week, February 7 to 13, marking the 43rd anniversary of the Boy Scouts of America, will be observed throughout the nation by more than 3,250,000 boys and adult leaders. Since 1910, more than 20,200,000 boys and men have been members.



"Forward on Liberty's Team" is the birthday theme and the emphasis is on "The Scout Family" of programs, meeting the interests of boys in three age groups: Cub Scouting for boys 8, 9, and 10; Boy Scouting for those 11, 12, and 13; and Exploring for boys 14 and upward.

The high point of Scouting in 1953 will be the Third National Jamboree. More than 50,000 Boy Scouts will camp on the Irvine Ranch in the Newport Harbor area of southern California next July 17 to 23.

Calendars for Pen Pals Abroad

Children who have pen pals may have, free, two postcard-size calendars, one to send abroad and the other for themselves. The Children's Plea for Peace is issuing this 14-page 1953 children's calendar with mottos and illustrations.

Adults may receive one for a gift of money, however small, which will go towards the cost of printing.

The calendars may be had by writing to the Minnesota World Affairs Center, U of M.—Minn. Journal of Education

Bundle of Figures

This little bundle of figures tells how television is doing in the world of education.

Thirty school systems are producing television programs.

Two hundred school systems and colleges are equipping classrooms to receive TV programs.

Fourteen communities have applied to the F. C. C. for construction permits to operate education stations.

Six New York State communities joined efforts to lay plans for the first statewide network of educational TV stations.

Thirteen other states are planning statewide TV networks.

To round out this set of statistics two other figures should be added. Schoolmen have 182 days (from December 1) to claim the 242 channels reserved for education.—The Nation's Schools

At least 500,000 children in the United States are attending half-day school sessions.—Idaho Education News

"He Had Never Learned to Swim"

The canoe has tipped over. The next issue of the local newspaper tells the story—father and son drown. A sailboat has been caught without warning in the path of merciless winds. Searching parties find the bodies twenty-four hours later. Day after day during the summer months the press and radio carry such reports. "He had never learned to swim" or an equivalent observation frequently tells why the event has taken its death toll.

Teaching children to swim ought to be an active part of every school system's program. The report of a year's achievement in every school system should recite with pride the growing percentages of children who before graduation have learned to swim. That school system is indeed wholeheartedly interested in the welfare of its children that stipulates "High School Diplomas are issued only when joined with a Swimming Certificate."—The School Executive

A Good Bulletin Board Idea

That wonderful bulletin board that you're so proud of need never be removed! Simply get someone from your camera club to take a picture of it, "blow up" the picture, and use it as part of an exhibit of "Bulletin Boards and How to Make Them Attractive."—The Clearing House

TV Manual

Television as a visual aid to education is rapidly becoming a reality and the Federal Security Agency of the Office of Education has produced a pamphlet which will be a great aid to schools planning to use TV in their educational programs.

This pamphlet, "Television in our Schools," is the first in the field produced by the Office of Education. It deals with television's role in education and current and possible uses of TV.

The booklet is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D.C.. Price, 15 cents.—School & Community

Students Read More Books

Junior and senior high school students are reading more books for their own enjoyment in spite of the sudden popularity of television, according to Max J. Herzberg, chairman of the Selection Committee and a past president of the National Council of Teachers of English.

The Teen Age Book Club will distribute more than 1,300,000 books by the end of this school year to members of its 6,000 TAB clubs throughout the nation. This marks an increase of 26 per cent over the total number of books distributed last year.—N. C. Public School Bulletin

We're On "Voice"

Scholastic's "America Votes, 1952" supplement was the subject of a radio feature prepared by

the Voice of America and distributed to all foreign language units of the Voice for overseas broadcasts.—The Capsule News

The Musical Calendar

The Musical Calendar by Gerald Marks. Stories of the Jewish Holidays in Song. 12" LP Record. \$5.95. A remarkably beautiful and sympathetic interpretation in original songs which will bring understanding to young and old of all religions. 78 RPM version also available, \$5.95. Available at Sound Book Press Society, Inc., P. O. Box 1495, Grand Central Station, New York 17, N. Y.

Music and Human Harmony

Do the songs that children sing—jingles about courtesy and neatness, songs of other lands and peoples, songs of international understanding—actually affect their attitudes? What sound pictures do children have of the American Indian? War whoops and drum rhythms? What changes might occur if children sang songs that Indian children sing? These are some of the questions to be probed in a project in the third grades of two New York City public schools. This study, the first of its kind, will be directed by Jay T. Wright, director of the intergroup education workshop of Columbia University.—National Parent-Teacher

These Dolls Teach

Little Hopi Indian girls learn about the religion of their tribe through dolls called Kachinas, which represent supernatural spirits and dancers who honor these spirits. The youngsters get their dolls—along with gifts like sweets, fruits, and toys—during a series of Kachina festivals that take place each year from December to July.—National Parent-Teacher

Query

When we listen to the radio, look at television and read the newspapers we wonder whether universal education has been the great boon that its supporters have always claimed it would be.—Robert M. Hutchins

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How We Do It

OPERATION ELEMENTARY SCHOOL LIBRARY

Prairie Grade School in Johnson County, Kansas, is fortunate in having a large central library which services about 1100 boys and girls and 50 teachers each week. Thirty minute classes, during which children check out books, are scheduled each week for grades from 4th through 8th, every two weeks for 1st through 3rd.

All classes in upper grades have an assistant librarian chosen by the Home Room teacher each six weeks. The choice is based on grades, good citizenship, and neatness. (There are times when grades are minimized if a particular pupil needs and wants the experience very much.) The assistant takes over the desk and charging the books. This emphasizes the fact that it is their library besides relieving the librarian for reading guidance. Assistants from the 8th grade are trained to help in the lower grades' library classes. Their own days of loving the good old Fairy Tales and such ageless characters as Goldilocks, Peter Rabbit, Winnie the Pooh are not so far removed that they can't re-enter the realm again and enjoy it. The girls plead to be chosen and many boys beg, too.

We have a Library Club each year, consisting of all 8th grade boys and girls who have helped in Library. Last year this group set up a vertical file, organizing themselves into committees to collect, sort, and file suitable material. This stimulated reading interest tremendously, especially in new fields of science. This year the new club will go on with this project.

We are lucky in that we have an ideal big bay window seat in the library which is perfect for exhibits or projects. Last year the Library club, with additional help, prepared several outstanding displays, one based on the new Aviation books, rockets and jets, space ships, etc. The boys brought their own models. Pictures were taken of these and sent to the local paper. Another featured book is on Automobiles. (This was right after the Motor Show in Kansas City and interest was at top level.) The old model cars which so many boys own, were used alongside some new ones for comparison. We found some old magazines dating back to the early 1900's from which the children cut out old ads of old model cars. These were displayed with the sleek new ads and made a huge exciting poster.

This year the girls are planning a project on (future) careers, including fashion design, interior decorating, nursing, ballet, domestic science, journalism, etc. We have many books to choose from to highlight this project. All the new materials, samples of nylon, orlon, dacron, pictures, or dolls showing difference between professions for women years ago and now are just a few of the ideas they are working out.

This year all the new books, about 250, were put on tables in the library and remained there until every boy and girl in school had a chance to see them. They made lists of the ones they wanted to read. Later in their own rooms, some of the teachers had them make up a bibliography from the list. Interest in Science and Science Fiction leads the demand with Biographies next.

The P.-T.A. Library Committee helps tremendously by furnishing several exhibits each year. A very successful one held last year on Pioneer Days, used covered wagons, dolls, etc., and on one table a large map under glass showing Santa Fe and other trails well marked. The demand for the books set up for this exhibit climbed sky high. Another on United Nations theme showed all flags and dolls representing some of the nations. In upper grades this tied into social studies program.

Two years ago we started a Teachers' library which includes professional magazines and books, as well as fiction. It is proving more popular all the time. Some teachers loan books to the library. There is a bulletin board in the room upon which the teachers can tack various articles pertaining to the teaching profession, clever cartoons or poems to brighten the days when the tension builds up to Friday. There is material on shelves under these headings: Stories to Read to Children, Professional, Fiction, Physical Education and Health, Therapeutic Reading, Remedial Reading, Social Studies.—Jean Moore, Prairie Grade School, Johnson County, Kansas

A DRIVE AGAINST RECKLESS DRIVERS

This will introduce a folder which has been planned and promoted by the Safety Committee of the student council of the Lubbock, Texas, High School. The folders were handed out to the people attending football games in the city.

(The four-page brochure has a picture of a

A MAN-TO-MAN AGREEMENT between Father and Son

(An agreement entered into between father and son, giving permission for said son to drive the family automobile)

I, _____, being a licensed driver, do hereby agree with my father, _____, made to-morrow, as follows:

That if he will from time to time permit me to drive the automobile that is registered in his name so in his judgment and discretion he may deem proper, I do promise:

1. That, having made up my mind to drive the automobile, I will not go to town or to school or to any other place until I have been given the go-ahead by my father.
2. That, because I am fully aware of the risks involved in driving the automobile, I will not drive the car so as to bring the family into any financial loss or any loss of reputation or honor.
3. That I fully realize the car is not a plaything but a machine which has power as well as speed and I will not use it carelessly or recklessly.
4. That I will not drive the car in any way that would bring me into disrepute or cause me to lose my license.
5. That I will not drive the car in any way that would bring me into disrepute or cause me to lose my license.

I realize further that this agreement is not legally binding, but I hereby give my father my word of honor that I will do what I have promised above in consideration of his permission to drive the family car.

In witness whereof, I have signed this agreement of my own free will and accord this _____ day of _____, 19____.

I, the father of _____, who is to what my son has promised above and knows that he will do what he has promised. In all such occasions, therefore, I hereby grant him my permission to use the automobile registered in my name.

(Signed) _____

(Signed) _____

Father and Son Agreement (Dad-Daughter agreement is similar)

student riding and driving a bucking jalopy in a rough-shod manner on the first or cover page. The inside pages include pictures showing a sign put up by the Citizen's Traffic Commission and others showing boys and girls with their dads, signing pledges. The fourth page has a picture of a dad and son in a car being driven safely and sensibly. Among other things, the death of a well-liked high school girl, who was killed in an auto accident, promoted the Safety Committee to promote the safety activities. Dad to Daughter and Man to Man Clubs with membership cards, slogans, and other printed pieces are included in the project.)

This article is by no means an attempt to report this activity in full but rather to introduce it to the readers of School Activities, and to say that we will be glad to answer any questions anyone might have regarding this activity.

Our local City Traffic Commission was also in on this plan and helped to underwrite the cost of it.—H. J. McCabe, Student Council Sponsor, Senior High School, Lubbock, Texas

HALLOWEEN ACTIVITIES CAN BE CONSTRUCTIVE

What do the young people do on Halloween, for sure? Maybe they do not always do what some of the older people think about. Perhaps these older people are just thinking of what they would have done when they themselves were young people.

Anyway, the students of the Ottawa, Kansas, junior-senior high school had the idea last fall that they should do something in their community about curbing Halloween pranks. Their Stu-

dent Council called a meeting and invited school officials, city officials, police representatives, Chamber of Commerce members, and members of the service clubs.

Since the Ottawa High School was to play football with their friendly rival in nearby Lawrence on Halloween why not make the procuring of a special train—shall we say a friendship train—a month long project in substitution for other Halloween activities? Would it not be well to put attendance at this game and all the fun of the trip on the special train within the reach of every student of the school?

In this connection one should not overlook the fact that a special train trip is immensely attractive to teen age youth in this day of automobile travel. Nor does anyone need to fear any lack of cooperation on the part of railway officials—they are found to be most helpful in the matter.

The Student Council members sold the idea to the student body and only through the leadership of the Council could the project have been successful. Here youth was recognizing a problem and doing something about it.

Over a period of three weeks eight hundred dollars was raised by the students. Only one hundred fifty dollars was donated and the rest was earned by the students on various jobs. They tackled car washing and raking leaves and various other jobs with a will; and the townspeople cooperated in furnishing the jobs.

As the cost of the train was just a little less than the eight hundred dollars, the only direct cost to the students riding the train was their admittance tickets to the game. These were at Lawrence's regular reduced prices to visiting students; namely 50c for senior high and 25c for junior high.

The idea of the friendship train caught fire in Lawrence, too. The students and faculty were enthusiastically for it. It was soon seen that the usual after-game Varsity Dance in the school gym would not suffice for such a special occasion and it was decided that a big party should be held in the city community building. At this point the city recreation director of the Lawrence Recreation Commission really went to work in planning; and to him is due most of the credit for the after-game party.

The students were assured good seats at the game because Lawrence is fortunate to be able to rent the fine Haskell Institute stadium with a seating capacity of ten thousand and the train could stop within just a few blocks of the stadium—within easy walking distance. After the game, Lawrence students and townspeople filled their

cars with visiting students and soon all were at the downtown community building for the party.

Each student entering the building was given a ticket good for a free cup of cider and a doughnut. These refreshments were furnished by the Lawrence athletic department. The concession privilege of selling hot dogs, coffee, and candy additionally was given to a local group of women, so the students had plenty to eat.

The community building has a main floor and a basement floor as large. The refreshments and games were on the lower floor and the students were asked not to take any food upstairs. On the basement floor were also a number of games. Ping-pong proved popular, balls and paddles furnished for a cash deposit which was refunded when the equipment was returned. There was "ducking-for-the-apple," "Guess the weight of the pumpkin," and a weight-lifting strength test. In another booth, a headless dummy was laid out in an improvised barber chair and an inflated balloon clamped to the neck. Guests were invited into the booth one at a time to lather the balloon and, using a safety razor, "shave" it. If the guest shaved too close there was an **explosive** protest from the balloon. Those who succeeded in giving a clean shave were allowed to keep the balloon.

Most of the crowd, which of course included many interested parents and other adults not a few of whom were at appointed tasks, spent a greater part of the time on the main floor. The time was given over to dancing with the two schools' dance bands taking turns in furnishing the music. A floor show presented by the visitors was warmly received. The picture shown on the cover of this issue was taken by a Lawrence student during the floor show.

Each student at the party was privileged to write his or her name on a card. Separate boxes were provided for each school and a good leather zipper notebook was given as a door prize to one student from each school. The drawings were held by the two school principals after the party was over and the prizes were taken—as previously announced—to the home of the recipients thirty minutes after the party was over for the Lawrence winner and twenty minutes after the train got back to Ottawa for the Ottawa winner. If either student had not yet reached home the prize was to have gone to a second student, but in each case the student was at home.

The party which ran for about an hour and a half closed at 11:45 so that the Ottawa students could be at the station so that the train could leave for home at midnight. To the credit of the Ottawa students let it be said that none had to be left behind. As a matter of fact, many were at the

station well ahead of train time and tired enough to be sound asleep before departure.

As for the football game, "it was not a tie." One school won and its students were happy and the students of the other school showed themselves to be good sports as is the custom of losers when these two schools play. After all, it was one occasion on which there was something to the evening in addition to football. In the minds of some, we might add, the game itself seemed to be incidental.—Neal M. Wherry, Principal, Liberty Memorial High School, Lawrence, Kansas

AN ASSEMBLY PROGRAM IN PHYSICS

In the Tucson Senior High School we have no provision for Home Room or Club programs in the school assembly. At one time I taught in a school where one of my physics classes was assigned as my home room group. The group put on some assemblies. We were fortunate in having in the class the son of an electrical contractor and the father's supply house and junk yard were available to us. A thirty-minute assembly program was given to dedicate the auditorium stage lighting and signal system. The program was timed to use exactly thirty minutes. An outline of the program follows.

House lights were turned off. The large carbon arc light was turned on without the use of filters. It was then turned off as a spotlight was turned to a boy on side stage with a set of filters on a table. He showed different filters singly and in combinations and explained their use as the large light flashed on and off using the filters singly and in combination as explained by the boy on stage.

A step-down transformer which had been placed on a table was next brought under a spotlight. A foil fuse was placed between the step-down transformer and a bell. The bell was rung, then a switch was thrown placing the bell on the 110 volt line. The foil fuse blew out with a bright flash of light. The foil fuse was re-



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placed, the step-down transformer thrown back in the line. The bell would then again ring.

One toaster was plugged into the line in front of the step-down transformer and another between the transformer and the bell. As the lights were turned off the first toaster glowed brightly and the second did not. While all this was taking place on the stage, a narrator explained briefly the use of the step-down and step-up transformers.

The spot then shifted to a crude, but small and compactly built light. The spot was turned off and the machine turned on. The light flashing intermittently red and green revolved, throwing the light about the auditorium. One of the students told how he had built the light out of junk.

The light was next thrown on a table with some scrap iron on it. A few small pieces of iron were picked up from the table with a small magnet. The largest piece of iron could not be lifted. An electromagnet, previously wound by the class, was shifted into place and lifted the largest piece of iron with ease. A narrator explained some uses of the electromagnet as the demonstration took place.

Two phonographs of different ages and a radio-phonograph were then placed on the stage. A recording of a symphony orchestra was played on each in turn. The narrator told the audience the names of the various instruments playing the recording. He told which of these could be heard on the first (oldest) phonograph, which additional ones could be heard on the second machine, and pointed out that all the instruments could be heard on the radio-phonograph.

The last number found under the spotlight; a bell-jar, a vacuum pump, a physics table with overhead bar, a 205-pound boy (the star fullback of the football team), and an 85-pound boy who looked even smaller. Each of the boys lifted the bell jar on and off the platform. Then the vacuum pump was turned on for a short time. The platform with the bell-jar on it was securely fastened upside down. The jar, of course, did not fall off. The 205-pound boy was then asked to pull off the jar. He failed to do so. The 85 pound boy was asked to lift it off after it had

been lowered and replaced on the table and air permitted to re-enter the jar. He did so. The narrator told of air pressure and uses made of it in industry as the demonstration took place. He then invited any students interested to come by after school to see the equipment. A great many interested students did come by.—George Thomas Stewart, Tucson Senior-High School, Tucson, Arizona

Comedy Cues

Much in Demand

"You had better give me a raise, Mr. Johnson," his assistant told him. "Three other companies are after me."

"A likely story," said Mr. Johnson. "What companies?"

"Light, Water, and Gas."—Ex.

Contortionist

Junior: Gee, Pop, a man's got to be a contortionist to be a success.

Pop: Explain.

Junior: It says here: "To succeed a man must keep his shoulder to the wheel, his nose to the grindstone, his feet on the ground, his eyes to the future, his ear to the track, and his head in the clouds."—Practical English

Not Guilty

With a grinding of brakes, the officer pulled up his motor car and shouted to a little boy playing in the field: "I say, Sonny, have you seen an airplane come down anywhere near here?"

"No, sir," replied the boy, trying to hide his slingshot. "I've only been shooting at that bottle on the fence."—Balance Sheet

A teacher wrote to the parents of a little boy: "Your boy, Charles, shows signs of astigmatism. Will you please investigate and try to correct it."

The next morning she received a reply from the boy's father, who wrote: "I don't exactly understand what Charlie has done, but I walloped him tonight and you can wallop him tomorrow. That ought to help some."—Ex.

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